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ABSTRACT

This document adapts the U.S. national standards for social studies for use in schools serving American Indian students. Compatible with the national standards, this supplement is broken into material for early grades, middle grades, and high school and is organized around the same 10 thematic strands: culture; time, continuity, and change; people, places, and environments; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; and civic ideals. For each grade level and thematic strand, a hypothetical tribal-specific example illustrates the application of standards in classroom practice. Relevant performance expectations from the national standards are indicated with each example. This document is also intended as a guide for American Indian nations that are developing their own tribally specific standards for social studies education. A section of the national standards document is included that outlines performance expectations for each thematic strand and grade level. (SV)

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ED 420 482

AMERICAN INDIAN SUPPLEMENT TO THE NATIONAL STANDARDS FOR SOCIAL STUDIES EDUCATION

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Developed for: **Office of Indian Education Programs**
Bureau of Indian Affairs

By: **ORBIS Associates**
Washington, D.C.
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To accompany the 1994 national Curriculum Standards for Social Studies developed by the National Council for the Social Studies

RC 021589

American Indian Supplement to the National Standards for SOCIAL STUDIES EDUCATION

Introduction

This American Indian Social Studies Supplement is based on the 1994 national *Curriculum Standards for Social Studies* developed by the National Council for the Social Studies. Those national standards were used as a basis for this effort because they are currently being used by many schools, including American Indian-controlled schools, as a foundation for developing local standards.

Compatible with the national standards, this American Indian Social Studies Supplement is broken into material for early grades, middle grades and high school. It is also organized around the same ten thematic strands as in the national standards. The way in which we have adapted the national standards for specific use in American Indian education settings is through development of hypothetic tribal-specific examples of "standards into practice." Thus, using the same "standards into practice" format as that of the national document, the reader of this document will find sample Indian themes for addressing the national social studies performance expectations, which are referenced in **boldface** under each practice. (A full copy of the national performance expectations text is attached to this American Indian Supplement to ease cross-referencing by teachers.)

The authors of this American Indian Social Studies Supplement hope that teachers of Indian students will find this material useful for classroom ideas. However, we also strongly believe that each American Indian nation should develop its own standards for the education of its tribal citizens. Where Indian communities choose to do that, this Supplement to the national Social Studies Standards is intended to serve as a guide for developing tribally specific standards. We note that although the format, organization and language of the National Standards have been used for developing this document, individual communities developing their own tribally specific standards may need to use different formats, a different organization or language that is more appropriate for tribally specific contexts.

This Supplement should be considered "a work in progress." As such, it will periodically be improved and revised by the BIA, based on input from American Indian educators and leaders. Please send any comments you might have to:

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EARLY GRADES

FOCUS ON THE CLASSROOM: AMERICAN INDIAN STANDARDS INTO PRACTICE

I. CULTURE

Performance Expectations: a, c, d

Mrs. Halpa's third grade Ojibwa students have been learning about the food, clothing and shelter which were traditionally used by the people of their tribe. The students have developed a bulletin board chart entitled "Basic Human Needs and How the Anishinabe Met Them." Now they are going to do a comparison between their own tribe and three other tribes in different parts of North America. First, they will specify the culture areas in which each tribe is included -- e.g., Plains, Northwest, Southwest, Great Lakes, Northeast, Southeast. Then they will learn about the physical environment -- climate, topography, natural resources -- in which the other tribes live. Next, they will read some basic reference materials on the history and culture of the tribes. As part of this cultural study, students will read a legend about a folk hero from each cultural area -- e.g., Raven in the Northwest, Coyote in the Southwest, Winnebozo in the Great Lakes. Students will also carefully examine photographs and drawings. Mrs. Halpa will then ask students to expand the chart to include listings of the food, clothing and shelter used by the other tribes. Finally, students will develop a classroom display using drawings and models which depict the traditional ways of living of all four tribes. As the students work on their projects, Mrs. Halpa will play recordings of music from each of the tribes studied, and then lead a class discussion on how the music of a tribe reflects its culture.

II. TIME, CONTINUITY, AND CHANGE

Performance Expectations: a, b, c, d, e

The fourth grade students at Pawnee Elementary School are engaged in an oral history project to document Pawnee tribal elders' memories of the World War II era. The students first learned some basic oral history techniques -- how to formulate and ask questions which avoid areas that might be sensitive or controversial, how to operate recording equipment, and how to transcribe/use interview data. They have interviewed men and women who served in the armed forces, as well as others who did not. Currently, students are transcribing their interviews and sharing the information with one another. They are learning how different perspectives exist depending on where the people were and what they experienced. Yesterday, a man from the Pawnee Veterans' Association spoke to the class and answered the students' questions. The students have been gathering photos of the era from the tribal archives, the local historical society and from various families. They plan to use them along with anecdotes and other memorabilia, in a booklet entitled "Pawnee Memories of World War II." Their teacher will also have them each write an essay on "How I would feel if I had lived during World War II." Along with their essays, they will construct timelines which depict the generations of their own family members -- i.e., grandparents, parents, etc. -- in order to define what a generation is.

III. PEOPLE, PLACES AND ENVIRONMENTS

Performance Expectations: a, b, c, d, e, f

Ms. Todacheeni has been having trouble getting her 2nd/3rd grade Navajo students to understand certain geographic concepts. She has decided to focus on the concepts through a project that compares the Navajo tribe with the Yanomane tribe in the Amazon basin of Brazil, and the Inuit (Eskimo) in Alaska. She has students work in groups of three. Each group is to conduct research on their tribe and the other two Native groups. At the front of the room is a large map of the Western Hemisphere. Using the map, each group calculates the distance from their home community to those of the other two Native groups, noting relative distances to the equator and the Arctic Circle. Using atlases from the library, the students find out about the climates and topographies of the places in which each of the other Native groups lives. The class then develops a display on the three Native groups, which includes each tribe's name, language, population, geographic location, natural resources of the region, climate, topography and ecosystems, as well as how culture is related to the ways in which people deal with their environments. Students also draw maps depicting the information they have discovered.

IV. INDIVIDUAL DEVELOPMENT AND IDENTITY

Performance Expectations: b, c, e, f

The parents of Mr. Two Deer's 4th grade students often express a special concern about their children's education. They want the children to learn about the traditional importance of the land and certain places special to their tribe. Mr. Two Deer has decided to undertake a "sense of place" unit. He has engaged several tribal elders to take the students to places on or near the reservation that are important to the tribe. While there, the students will learn why these places are significant to their tribe, and why it is important for young people to learn these things and to pass them on from generation to generation. Some of the elders will tell traditional tribal stories about landforms, such as the mountain where the stone giants carved their own likenesses. Some of the elders will tell them the traditional Native language names for certain places on the reservation. When they get back to class, students will draw pictures to illustrate either the stories they have heard, or the places and names they learned. Mr. Two Deer will lead a discussion about what the students saw and learned while they were out with the elders. He will point out to students that each tribe has different places that are important to its members, and that this is one of the things that makes each tribe unique. Mr. Two Deer will then make students understand that each family is different, too. He will then have each student describe the ways in which his/her family is different from any other. Mr. Two Deer will ask students to think about how being part of a family shapes the way they look at things. Then students will write their own poetry or prose about a place that someone in their family showed them, and why that place is special.

V. INDIVIDUALS, GROUPS, AND INSTITUTIONS

Performance Expectations: a, b, c, f, g

Mrs. Big Crow wants her fourth grade students to learn that their tribe has different formal organizations that served important community functions. She wants them to understand the historical development of these organizations up to the present. She has invited some members of the tribe's warrior society to come to the classroom to talk about what the members of their society did for the community a long time ago. The students will learn that this society was responsible for the safety and well-being of community members. The warrior society members will also describe the kinds of things they do now to promote the common good of the community, such as making sure that everybody has food and that their houses are warm in the winter. The students will also learn and observe how the community acknowledges and thanks the members of this and other traditional societies, such as by having special dances that honor them during the annual powwow. Students will also visit the tribal housing authority to learn how it operates. They will visit the social services program the tribe operates to help families in need. They will also learn about volunteer programs, like the service learning project at the middle school. The students will compare the different roles played by formal tribal government programs, and those of traditional societies and volunteer programs.

VI. POWER, AUTHORITY, AND GOVERNANCE

Performance Expectations: a, b, c

The third grade students at Sandia Elementary School had heard about their tribal government, but didn't really understand a lot about it. Ms. Martinez decided to provide a special lesson on the subject. First, she drew diagrams on the blackboard showing how the tribal government is organized. Then a member of the tribal council spoke to students about the council's responsibilities, as well as the responsibilities of other parts of the tribal government. Ms. Martinez also wanted students to learn that each tribal citizen has certain rights and responsibilities. They learned about tribal elections, and held a mock election for the office of tribal governor. They also completed a class participation project at the Community Center for Elders. They learn that the Elders' Center is just one of many programs that the tribe operates for its members' benefit. The students made special cards for all the elders that live there, and spent a Saturday afternoon planting flowers on the grounds of the center.

VII. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Performance Expectations: c, d, e, f

Mr. Bart's class is learning basic concepts of economics and he wants to provide students with an example to explore from their own tribe's economic enterprises. He knows that the tribe operates a successful trout hatchery and decides to use that as the example. First, he will take students on a trip to the hatchery. The students will have an opportunity to interview the hatchery's manager and

several other employees. This activity is also being combined with a science lesson, and students will meet with the hatchery's fisheries biologist. In the classroom, students will chart the economic chain of the hatchery -- where the eggs come from, what's involved in the hatching and raising of the fish, how the product is distributed, and where it goes for consumption or use. They will find out how tribal members benefit both from the different jobs created by the hatchery, and the profits the hatchery generates. They will also discuss and write essays on if or why this enterprise fits with traditional tribal values about the earth.

VIII. SCIENCE, TECHNOLOGY, AND SOCIETY

Performance Expectations: a, b

The first grade class at Crow Creek Elementary School recently completed a unit entitled "Technology: Yesterday and Today." The teacher, Ms. White Eagle, decided to teach concepts about technology while focusing on the culture of the students' tribe. She explored the topic of "tools." The students were surprised to learn that they use lots of tools everyday. They developed a chart that showed pictures of all the present-day tools they could think of. Then, Ms. White Eagle took the students to the tribal museum. She had prepared some special treasure hunt activities which led students through the museum exhibits in a search for the tools of yesterday. After the museum trip, students learned how changes in the tools -- such as changing from wooden to metal cooking implements -- they had seen at the museum affected the lives and physical environment of the people who lived long ago. Students were asked to discuss how certain jobs might have been accomplished without the tools they observed at the museum, and to speculate as to whether there would have been any difference in the impact on the environment without the use of those tools. Then students developed the second half of their tool chart by pasting drawings of tools of the past next to the tools of the present which accomplish similar kinds of tasks.

IX. GLOBAL CONNECTIONS

Performance Expectations: a, b, e, f

The third grade Seminole students at Big Cypress Elementary School are involved in a unit to increase their understanding and awareness of a global "native" community. Their teacher, Mr. Billie, set up a partnership with a school in Australia where Aborigine children are educated. At first the classes exchanged "storyboxes" -- boxes that included photographs, student drawings, cultural legends, tapes of cultural music, videos of cultural dances, and other items. The storyboxes were designed by each group of children in order to tell the stories of their people and the lands where they live. Each class then compiled a list of questions regarding the contents of the storybox, in order to (1) gain a broader understanding about the other culture and (2) avoid misunderstandings. They e-mailed their questions to each other. Their responses were sent to each other in two days. Next, individual students paired up with individuals in the other class. They began exchanging e-mail letters in which they wrote about themselves and what they liked about each other's respective cultures, noting similarities and differences in their status as indigenous people. Next, students were asked to think about ways in which indigenous peoples on both continents were similar.

X. CIVIC IDEALS

Performance Expectations: b, d, e, f

Seneca students in fourth grade at Gowanda Elementary School have been learning about their state government and the role of state citizens. Mr. Bergman wants Indian students to also learn about their tribal citizenship. He wants the class to understand that they are part of a nation within a nation, which has its own government that gives its citizens certain rights and responsibilities. He has arranged for students to tour the tribal government offices, the family health clinic, and housing for elderly tribal members. The students will attend part of a tribal council meeting where they will learn about a forum where tribal citizens can influence policy decisions.

MIDDLE GRADES

FOCUS ON THE CLASSROOM: AMERICAN INDIAN STANDARDS INTO PRACTICE

I. CULTURE

Performance Expectations: a, b, c, d, e

Fifth grade Puyallup students who attend Chief Leschi School are studying cultural diversity among American Indian tribes. They have been involved in an educational exchange with Wampanoag students on Martha's Vineyard. The fifth grade teachers formed small groups comprised of students from each tribe. Each group was assigned an element of culture to research -- for example, traditional tribal dances, traditional housing, clothing, tribal stories (such as the Northwest coast tale of Raven and the Wampanoag tale of Maushop). Using the Internet, students have shared information relating to their assigned topics and have written cooperative reports which compare and contrast the cultural elements as they pertain to each tribe. They have also explored commonalities that exist among coastal peoples.

II. TIME, CONTINUITY, AND CHANGE

Performance Expectations: a, d, e

The seventh grade Lakota students in Wanblee, SD have been learning about history, and how accounts of historical events are influenced by the perspectives of people who record them. For a study example, their teacher, Mr. White, has chosen the Fetterman Battle in which the Lakota people participated in 1866. This was a battle in which the strategic plans of the Indian participants were central to their victory. Mr. White chose this encounter because it is one of very few for which there is a published Indian account. The account, entitled *The Battle of 100-in-the-Hand*, is by William Tallbull, a Northern Cheyenne historian whose people fought alongside the Lakota in the battle. An account of the Fetterman Battle written by a non-Indian historian is contained in a book entitled *Custer's Luck* by Edgar I. Stewart, which details events leading up to the Battle of the Little Bighorn. The students will analyze the accounts, and describe the differences in them, looking for examples of bias in each. They will look for word clues to differing perspectives. For example, the non-Indian historian refers to the battle as the "Fetterman Massacre." The Cheyenne historian's title, "The Battle of 100-in-the-Hand," reflects his people's way of remembering the event. The students will discuss their own feelings about the strategies used by the various participants in the battle. Students will also look for other Native accounts of events during the same period, such as oral histories.

III. PEOPLE, PLACES, AND ENVIRONMENTS

Performance Expectations: b, c, d, e, f, g, k

The eighth grade class at the Hoopa Valley Indian Reservation had been studying natural resources and their economic uses. The students decided to study how Indian tribes might be able to use natural resources for economic development, and still honor their traditional beliefs about caring for the environment. The students decided to work in groups. They selected two tribes, in addition to their own, to study. During the first phase of the project, the students located the three tribes' lands on a map. Next, they used an atlas to study the climate, seasonal weather and natural resources of the areas they chose. Using census data in their library, students identified the population densities of the different reservations. Using a map, they calculated each tribe's proximity to major urban areas and major transportation hubs/routes. For their final task, the students designed an environmentally "friendly" economic enterprise for each of the three tribes, based on the results of their research. One group came up with a golf course, the other a fishing resort and the third, an organic truck farm. The results of the students' projects were published in a national science magazine for children.

IV. INDIVIDUAL DEVELOPMENT AND IDENTITY

Performance Expectations: a, b, c, f, g, h

Mr. Little Axe knows that his tribe's education codes call for students in junior high to learn about the American Indian boarding school experience. He has devised a unit of study on the topic. Students will first view the film entitled "Where the Spirit Lives" a historic fictional account of the experiences of a Canadian Indian girl who is taken from her family and forced to attend a Christian boarding school. Next, students will read oral history accounts from the book entitled *They Called It Prairie Light*, about the Chilocco Indian School in Oklahoma. Mr. Little Axe also hopes to have guest speakers who attended Chilocco or other boarding schools discuss their experiences with the class. Following these activities, students will participate in discussion groups which address questions such as:

- *What kinds of changes did the U.S. government hope to bring about in Indian people by implementing the boarding school system?*
- *How did the system affect elements of traditional culture, such as language, religion, music and dance?*
- *What kinds of changes might this experience have made in the way Indians viewed their home communities?*
- *How did it affect traditional values?*

Each student will write about the effects of boarding schools on Indian people.

V. INDIVIDUALS, GROUPS, AND INSTITUTIONS

Performance Expectations: b, c, f, g

Sixth grade students from the Coeur d'Alene Tribe are learning about government and how various public and private institutions interact with the government and affect its actions. Mr. Waters, their teacher, wants to select a study example that has particular relevance to American Indians. After discussions with some tribal leaders, he decides that the class will examine the history and purposes of the National Congress of American Indians (NCAI). He invites the tribe's former and current NCAI representatives to the class to talk about their work with the organization. The students ask questions about the pros and cons of national affiliations such as NCAI. These individuals also discuss the differences between tribal governments and intertribal organizations, such as NCAI. Students learn about and discuss the concept of inter-tribal unity and the strength that comes from having a national organization to deal with commonly-shared issues. They learn about the policy monitoring and congressional lobbying functions of NCAI, and that some tribes maintain their own lobbying organizations rather than participating in NCAI. For their final project, students decide to become politically active. They select a current political issue relevant to their community and write letters to their congressional representatives.

VI. POWER, AUTHORITY, AND GOVERNANCE

Performance Expectations: a, b, c

To complement their studies of the U.S. government, Mr. Walker's eighth grade students at White Shield School will study the structure and operations of their tribal government. To begin the study, the class will learn about the pre-contact forms of political organization and decision making among the three tribes who make up their reservation community -- Mandan, Arikara and Hidatsa. They will learn about the Indian Reorganization Act of 1934, its intended purposes and its implications and results for tribes. Students will learn that their tribal government, the Three Affiliated Tribes of the Fort Berthold Reservation, is organized under the Indian Reorganization Act. Students will discuss the fact that prior to reorganization, each of the three tribes had a distinct tribal government. Students will study the current tribal constitution and also become familiar with the day-to-day operations of the tribal government. Students will also discuss the issue of tribal identity and how, although they are affiliated, the tribes have maintained their individual tribal identities and elements of culture. During this stage of the activity, students will interview family members, elders and culturally-knowledgeable people within the community.

VII. PRODUCTIGN, DISTRIBUTION, AND CONSUMPTION

Performance Expectations: a, b, f, j

The seventh grade Salish students at Two Eagle School are playing a game of "You Are the Leaders, You Make the Decisions." In this game, students pretend that they are tribal council members. The "council" is trying to decide some important economic development issues. Students are given three

potential economic projects, and must choose one for the tribe to implement. In addition, council members are provided some parameters which must guide their decisions. For example, the tribe has a high unemployment rate. One of the economic enterprises would provide more jobs, but is less environmentally sound, which goes against the tribe's traditional cultural values. Another enterprise has a greater potential for profits, but involves a wide margin of failure. Another is an environmentally sound option, but it provides fewer jobs and less profit. The students hold mock tribal council meetings to discuss the issue. They take turns, alternately playing the roles of tribal council members and community members, and provide comments during the mock meetings. The goal of the game is to arrive at a consensus for the best course of action.

VIII. SCIENCE, TECHNOLOGY, AND SOCIETY

Performance Expectations: a, b, d

Eighth grade students at the Riverside Indian School have been learning about the technologies involved in historical preservation. For their class project they have decided to address whether it is appropriate to preserve elements of traditional culture with the aid of modern technology. Students have invited elders and cultural leaders from several tribes to talk with the class. They have also invited tribal archivists and historians who are involved in historical and cultural preservation efforts using technology. They have posed a number of questions for their guests to address, including:

- *Is technology now needed in an area which has historically been served by oral tradition?*
- *What forms of technology can be of benefit -- Recording, Video, Computers, CD-ROM, Photography?*
- *How can technology aid in preserving tribal language, dance, music, ceremonies, legends, and so on?*
- *What, if any, are the cultural barriers to incorporating technology in this important task?*
- *Are laws needed to protect culturally important materials, such as instructions for leading a ceremony?*

The students will discuss and debate these issues, and develop a set of recommendations based on the results.

IX. GLOBAL CONNECTIONS

Performance Expectations: a, b, e, f

Early American history was the most recent focus of Mr. Nez's sixth grade class at Nazlini School. Mr. Nez feels that the textbooks do not focus enough on the very early interactions of Europeans and American Indian groups in North America. He decided to explore this topic with a special focus on early American Indian and English contacts. Students were shown the video entitled "Roanoke," a historical dramatization of early contact between a group of American Indians and the English. Prior to viewing the video, students were instructed to identify examples of cooperation and conflict

between the groups. Afterwards, the class had a discussion about elements that led to clashes between the English and the Indians. Next, they identified cultural differences, and examined the motives of the two groups. Finally, they were asked to speculate about this encounter and how it could have turned out more positively. Students incorporated their ideas into a re-write of the video's story line. Students then studied the history of the Powhatan Confederacy and placed it in relation to the development of the Jamestown Colony.

X. CIVIC IDEALS AND PRACTICES

Performance Expectations: a, b, e, j

Southern Ute fifth grade students in Cortez, Colorado have been learning about the democratic ideals of the United States government. Their teacher wants them to learn more about American Indian forms of government and, in particular, the government of the Iroquois Confederacy and its influences on the founding of the United States government. The teacher located age-appropriate materials on the subject and developed an instructional unit. Students read the story of Dekaniwideh and the founding of the Iroquois Confederacy, which took place sometime prior to the arrival of Europeans in North America. They were surprised to discover many similarities between the Iroquois system and the U.S. system. Then they read the words of early American colonialists -- such as Benjamin Franklin -- who knew and admired the Iroquois Confederacy system. The students discovered that the Iroquois government had indeed served as one of the models for the United States government.

HIGH SCHOOL

FOCUS ON THE CLASSROOM: AMERICAN INDIAN STANDARDS INTO PRACTICE

I. CULTURE

Performance Expectations: c, d, e

Indian students in Mrs. Evans' twelfth grade honors anthropology course are examining the issue of American Indian culture. In developing this unit, Mrs. Evans worked closely with knowledgeable elders and the tribe's culture committee to ensure that the material was presented appropriately. The students first identified and discussed the traditional elements of their own tribal culture -- such as language, beliefs and values, and the arts -- and the interrelations among those cultural elements. They observed classroom and outdoor presentations by tribal elders and cultural leaders about the tribe's traditional ways of life. Then students examined and compared traditional and contemporary modes of transmitting and preserving their tribal culture. Next, they discussed inter-tribal cultural events, such as the Spring powwow sponsored by the state inter-tribal association. They learned about its origins, its contemporary function as a means of cultural identity, and how the event fosters cohesion among diverse cultural groups. Students then summarized by articulating how they believe they can keep their culture alive and strong in the modern world.

II. TIME, CONTINUITY, AND CHANGE

Performance Expectations: b, c, d, f

Navajo high school students at Greyhills High School are studying changes and continuity in Navajo culture from the period of first European contact to the early 1900s. Working with their teacher, students have devised an approach to the project. First, students will identify which elements of Navajo culture have changed greatly, and which have remained mostly intact. Then, students will identify and analyze the forces which contributed to cultural change, and attempt to delineate periods of post-contact American Indian history. Students will develop a time line and a map to show a pattern of change that they hypothesize will coincide roughly with the expansion of United States territorial authority into the Southwest. As part of their study, they will also examine the history of their tribe's government.

III. PEOPLE, PLACES, AND ENVIRONMENTS

Performance Expectations: c, g, i, j

Indian students at the Kicking Bear Academy have been asked by their teacher to examine the significance of the American Indian Religious Freedom Act (AIRFA), which was intended to guarantee certain protections and freedoms with respect to traditional American Indian religious sites, burials, and other locations. Students will read the Act and find out what led to its

authorization. Students will also read some articles that discuss problems in implementing the Act -- specifically, how tribes are still having problems (a) protecting certain religious sites against exploitation and development, and (b) gaining access to sites for religious purposes. Students will read the court case known as Lyng v. Northwest Indian Cemetery Protective Assn., U.S. 439 (1988) which has led to a weakening of protections afforded by AIRFA. Students will conduct research to determine if their state has a burial protection law, how far the state goes to protect archeological sites that are discovered, and what happens to items and remains that are uncovered. Students have also requested aerial maps, satellite images and other mapping information from the local U.S. Geological Services Office. They will use these documents to determine if there are any sites in potential danger of being damaged by flooding, development, or other factors.

IV. INDIVIDUAL DEVELOPMENT AND IDENTITY

Performance Expectations: a, b, c, d, f

Apache students from the eleventh grade civics class at Mescalero High School were discussing the most recent national elections. They noted that most of the politicians claimed they represented true family values through their platform. The students told their teacher they would like to know more about the meaning of "family values." The teacher thought a good place to start would be to learn about the family values inherent in their own culture. Through guest speakers, oral history interviews, personal experiences and historical accounts, the students will attempt to articulate elements which comprise Mescalero Apache family values. Students will examine their tribe's clan system, and traditional methods of teaching, caring for and disciplining children. They will also identify and discuss attitudes toward each of the four stages of life -- infancy, adolescence, adulthood and elderhood -- and learn about traditional puberty ceremonies. The students will explore how these factors contribute to personal identity, and then compile their research into a class-produced publication.

V. INDIVIDUALS, GROUPS, AND INSTITUTIONS

Performance Expectations: b, c, f, g

Ms. Fox wants her ninth grade Mandan students to know about the tribal college that serves their community. She discovers that students are not very familiar with the tribal college's history, purposes or academic programs. She devises several activities to teach students the role of the tribal college, both as an institution of higher learning, and as an institution which reflects and preserves tribal culture. First, the students will learn the history of their own tribal college and that of the American Indian Higher Education Consortium. They will learn about the college's board, and the college's relationship to the tribal government and the tribal education department. Then they will take a tour of the tribal college, where they will meet with administrators, staff and college students. The students will be given the opportunity to interview administrators specifically about the issue of reflecting and preserving culture. They will also learn about the college's curriculum, and the various degree programs offered.

VI. POWER, AUTHORITY, AND GOVERNANCE

Performance Expectations: b, c, e

Mr. Hill's twelfth grade government class at Oneida Nation High School want to learn about the issue of jurisdiction on their reservation. First, Mr. Hill conducts a general class discussion on the concept of jurisdiction. Then, he arranges for a tribal lawyer to speak to the class and discuss the intricacies of jurisdiction as it applies to the tribe in its relationship to local, state and federal governments. Students also hear from a member of the tribal police department to see how this issue affects her job. The students learn which specific kinds of crime and other issues are handled by their own criminal and legal system, and which fall under the jurisdiction of other governments.

VII. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Performance Expectations: b, c, h, j

Students in the eleventh grade business class decided to examine the economy of their own reservation. The students analyzed the flow of goods and capital both coming on to and going off of the reservation. They analyzed where tribal members purchased food, clothing, and other essentials. Then they talked with Indian business leaders on the reservation. With the help of their teacher, students estimated the amount of capital that flowed off the reservation into the non-Indian economy, and compared that with goods and services purchased on the reservation from Indian business owners. They were shocked to discover a huge discrepancy; millions of dollars flow off the reservation to non-Indian businesses, while only a small percentage of that is spent at Indian-owned businesses. They forwarded the results of their study to the tribal council, asking if programs could be developed that would facilitate the growth of on-reservation business. After doing marketing and business feasibility studies, they also started their own economic development project -- operating a sandwich stand at local events -- in order to learn more about running a business enterprise.

VIII. SCIENCE, TECHNOLOGY, AND SOCIETY

Performance Expectations: b, c, d, e, f

As a class project, the eleventh grade sociology class at Pyramid Lake High School decided to assess the pros and cons of whether the tribe should allow a nuclear waste disposal facility to be built on their reservation as part of the tribe's economic development efforts. The class examined the U.S. Energy Department's guidelines for American Indian tribes interested in contracting to operate nuclear waste disposal facilities in order to understand what benefits -- e.g., employment, funds for tribal enterprises, etc. -- would accrue from such an endeavor. The class also looked at a summary of the U.S. Environmental Protection Agency's regulations concerning nuclear waste disposal. The class researched the dangers posed by operating such facilities and devised a timeline which projected how long into the future they would have to be concerned about the dangers of the facility. They found that the radiation threat could last several thousand years. The students also interviewed

elders to identify traditional tribal values regarding the environment, in order to assess whether operating a nuclear waste disposal facility was congruent with tribal values. They also surveyed a random sample of community members about their attitudes regarding such an enterprise -- and analyzed/reported the data. The class also looked at how other communities would be affected by such an endeavor -- e.g., in terms of the trucks that transport nuclear waste having to travel through other tribes' reservations or communities. Students argued about how they would have to get the consent of these tribes/communities if they chose to operate the facility. As a final performance demonstration for the project, students held a mock tribal council session, arguing the pros and cons of developing a nuclear waste disposal facility.

IX. GLOBAL CONNECTIONS

Performance Expectations: d, e, f, g, h

Mrs. Walkingstick felt that Cherokee students in her twelfth grade Government Class knew a fair amount about tribal sovereignty and the nation-to-nation relationship that American Indian tribes have with the federal government. However, she felt that her students did not have a sense of the struggles of other Native American peoples in the Americas. Using the United Nations *Draft Declaration on the Rights of Indigenous Peoples*, the class learned about how indigenous people in other countries were trying to preserve their cultures, languages, and lands from encroachment or development. The class also reviewed several on-line newspapers to outline current problems of Indian peoples in Brazil, Guatemala and in the Chiapas State in Mexico. The class researched the status of Indian tribes in these three countries to see if those people were afforded the same status and rights as those of American Indian tribes in the U.S. As final class activity, students wrote their Congressional representatives and respective church, social and other organizations to see if they had policy statements in support of the U.N. Draft Declaration. To those that did not, students wrote follow-up letters urging those organizations to develop such statements, and enclosed with the letter a sample statement that the class had written.

X. CIVIC IDEALS AND PRACTICES

Performance Expectations: b, d, f,

Throughout their entire educational experience, Chitimacha students learn about the roles and responsibilities of state and U.S. citizenship. Now, the high school civics teacher, Mr. Leonard, wants students to understand their citizenship as tribal members. In particular, he wants them to learn about their individual rights under a tribal government. The students study their tribe's constitution and the tribal code in order to identify the individual rights guaranteed to tribal members and to people generally by tribal law. They learn about their tribe's court system and how to raise issues of individual rights within the tribal political and legal processes. Students learn about the protections afforded them by the U.S. Bill of Rights and how those protections apply when juxtaposed against tribal laws. Their understanding is furthered by an examination of related laws and court cases, such as the Indian Civil Rights Act, the Indian Child Welfare Act, and a landmark Supreme Court case known as *Santa Clara vs. Martinez*.

SECTION 3 OF THE CURRICULUM STANDARDS FOR SOCIAL STUDIES

DEVELOPED BY NATIONAL COUNCIL FOR THE SOCIAL STUDIES

Three STANDARDS AND PERFORMANCE EXPECTATIONS FOR EARLY GRADES, MIDDLE GRADES, AND HIGH SCHOOL: REFERENCE CHARTS

Performance Expectations

1 *Culture*

Social studies programs should include experiences that provide for the study of *culture and cultural diversity*, so that the learner can:

Early Grades	Middle Grades	High School
a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;	a. compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns;	a. analyze and explain the ways groups, societies, and cultures address human needs and concerns;
b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;	b. explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;	b. predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;	c. explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture;	c. apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;
d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions;	d. explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs;	d. compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;
e. give examples and describe the importance of cultural unity and diversity within and across groups.	e. articulate the implications of cultural diversity, as well as cohesion, within and across groups.	e. demonstrate the value of cultural diversity, as well as cohesion, within and across groups;
		f. interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;
		g. construct reasoned judgments about specific cultural responses to persistent human issues;
		h. explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

⓫ *Time, Continuity, & Change*

Performance Expectations

Social studies programs should include experiences that provide for the study of *the ways human beings view themselves in and over time*, so that the learner can:

Early Grades	Middle Grades	High School
a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views;	a. demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views;	a. demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use;
b. demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;	b. identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;	b. apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;
c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;	c. identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others;	c. identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions;
d. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others;	d. identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality;	d. systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality;
e. demonstrate an understanding that people in different times and places view the world differently;	e. develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts;	e. investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgement;
f. use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues.	f. use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.	f. apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

Performance Expectations

III People, Places, & Environments

Social studies programs should include experiences that provide for the study of *people, places, and environments,* so that the learner can:

Early Grades	Middle Grades	High School
a. construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;	a. elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;	a. refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;
b. interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;	b. create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;	b. create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs;
c. use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;	c. use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps;	c. use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps;
d. estimate distance and calculate scale;	d. estimate distance, calculate scale, and distinguish other geographic relationships such as population density and spatial distribution patterns;	d. calculate distance, scale, area, and density, and distinguish spatial distribution patterns;
e. locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;	e. locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans, and explain their relationships within the ecosystem;	e. describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population;
f. describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle;	f. describe physical system changes such as seasons, climate and weather, and the water cycle and identify geographic patterns associated with them;	f. use knowledge of physical system changes such as seasons, climate and weather, and the water cycle to explain geographic phenomena;
g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;	g. describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like;	g. describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like;

III People, Places, & Environments *continued*

Performance Expectations

Early Grades	Middle Grades	High School
h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions;	h. examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;	h. examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;
i. explore ways that the earth's physical features have changed over time in the local region and beyond and how these changes may be connected to one another;	i. describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings;	i. describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings;
j. observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;	j. observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;	j. analyze and evaluate social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;
k. consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.	k. propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations, and the world.	k. propose, compare, and evaluate alternative policies for the use of land and other resources in communities, regions, nations, and the world.

Performance Expectations

IV Individual Development & Identity

Social studies programs should include experiences that provide for the study of *individual development and identity*, so that the learner can:

Early Grades	Middle Grades	High School
a. describe personal changes over time, such as those related to physical development and personal interests;	a. relate personal changes to social, cultural, and historical contexts;	a. articulate personal connections to time, place, and social/cultural systems;
b. describe personal connections to place—especially place as associated with immediate surroundings;	b. describe personal connections to place—as associated with community, nation, and world;	b. identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;
c. describe the unique features of one's nuclear and extended families;	c. describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity;	c. describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;
d. show how learning and physical development affect behavior;	d. relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development;	d. apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality;
e. identify and describe ways family, groups, and community influence the individual's daily life and personal choices;	e. identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives;	e. examine the interactions of ethnic, national, or cultural influences in specific situations or events;
f. explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions;	f. identify and describe the influence of perception, attitudes, values, and beliefs on personal identity;	f. analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;
g. analyze a particular event to identify reasons individuals might respond to it in different ways;	g. identify and interpret examples of stereotyping, conformity, and altruism;	g. compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;
h. work independently and cooperatively to accomplish goals.	h. work independently and cooperatively to accomplish goals.	h. work independently and cooperatively within groups and institutions to accomplish goals;
		i. examine factors that contribute to and damage one's mental health and analyze issues related to mental health and behavioral disorders in contemporary society.

❺ *Individuals, Groups, & Institutions*

Performance Expectations

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions* so that the learner can:

Early Grades	Middle Grades	High School
a. identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member;	a. demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups;	a. apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society;
b. give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture;	b. analyze group and institutional influences on people, events, and elements of culture;	b. analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
c. identify examples of institutions and describe the interactions of people with institutions;	c. describe the various forms institutions take and the interactions of people with institutions;	c. describe the various forms institutions take, and explain how they develop and change over time;
d. identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;	d. identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity;	d. identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;
e. identify and describe examples of tension between an individual's beliefs and government policies and laws;	e. identify and describe examples of tensions between belief systems and government policies and laws;	e. describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;
f. give examples of the role of institutions in furthering both continuity and change;	f. describe the role of institutions in furthering both continuity and change;	f. evaluate the role of institutions in furthering both continuity and change;
g. show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.	g. apply knowledge of how groups and institutions work to meet individual needs and promote the common good.	g. analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;
		h. explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.

Performance Expectations

VI Power, Authority, & Governance

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance,* so that the learner can:

Early Grades	Middle Grades	High School
a. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class;	a. examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare;	a. examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare;
b. explain the purpose of government;	b. describe the purpose of government and how its powers are acquired, used, and justified;	b. explain the purpose of government and analyze how its powers are acquired, used, and justified;
c. give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict;	c. analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security;	c. analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society;
d. recognize how groups and organizations encourage unity and deal with diversity to maintain order and security;	d. describe the ways nations and organizations respond to forces of unity and diversity affecting order and security;	d. compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity;
e. distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;	e. identify and describe the basic features of the political system in the United States, and identify representative leaders from various levels and branches of government;	e. compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings;
f. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;	f. explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;	f. analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
g. explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;	g. describe and analyze the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;	g. evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;
h. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.	h. explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems;	h. explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems;

VI *Power, Authority, & Governance* *continued*

Performance Expectations

Early Grades	Middle Grades	High School
	i. give examples and explain how governments attempt to achieve their stated ideals at home and abroad.	i. evaluate the extent to which governments achieve their stated ideals and policies at home and abroad;
		j. prepare a public policy paper and present and defend it before an appropriate forum in school or community.

Performance Expectations

VII Production, Distribution, & Consumption

Social studies programs should include experiences that provide for the study of *how people organize for the production, distribution, and consumption of goods and services*, so that the learner can:

Early Grades	Middle Grades	High School
a. give examples that show how scarcity and choice govern our economic decisions;	a. give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed;	a. explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
b. distinguish between needs and wants;	b. describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;	b. analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
c. identify examples of private and public goods and services;	c. explain the difference between private and public goods and services;	c. consider the costs and benefits to society of allocating goods and services through private and public sectors;
d. give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations;	d. describe a range of examples of the various institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations;	d. describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations;
e. describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services;	e. describe the role of specialization and exchange in the economic process;	e. analyze the role of specialization and exchange in economic processes;
f. describe the influence of incentives, values, traditions, and habits on economic decisions;	f. explain and illustrate how values and beliefs influence different economic decisions;	f. compare how values and beliefs influence economic decisions in different societies;
g. explain and demonstrate the role of money in everyday life;	g. differentiate among various forms of exchange and money;	g. compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;
h. describe the relationship of price to supply and demand;	h. compare basic economic systems according to who determines what is produced, distributed, and consumed;	h. apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;

VII *Production, Distribution, & Consumption* *continued*

Performance Expectations

Early Grades	Middle Grades	High School
i. use economic concepts such as supply, demand, and price to help explain events in the community and nation;	i. use economic concepts to help explain historical and current developments and issues in local, national, or global contexts;	i. distinguish between the domestic and global economic systems, and explain how the two interact;
j. apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapidly filling landfill.	j. use economic reasoning to compare different proposals for dealing with a contemporary social issue such as unemployment, acid rain, or high quality education.	j. apply knowledge of production, distribution, and consumption in the analysis of a public issue such as the allocation of health care or the consumption of energy, and devise an economic plan for accomplishing a socially desirable outcome related to that issue;
		k. distinguish between economics as a field of inquiry and the economy.

Performance Expectations

VIII Science, Technology, & Society

Social studies programs should include experiences that provide for the study of *relationships among science, technology, and society*, so that the learner can:

Early Grades	Middle Grades	High School
a. identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication;	a. examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare;	a. identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;
b. identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses;	b. show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security;	b. make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;
c. describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment;	c. describe examples in which values, beliefs, and attitudes have been influenced by new scientific and technological knowledge, such as the invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries;	c. analyze how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change;
d. identify examples of laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies;	d. explain the need for laws and policies to govern scientific and technological applications, such as in the safety and well-being of workers and consumers and the regulation of utilities, radio, and television;	d. evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies, such as genetically engineered plants and animals;
e. suggest ways to monitor science and technology in order to protect the physical environment, individual rights, and the common good.	e. seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.	e. recognize and interpret varied perspectives about human societies and the physical world using scientific knowledge, ethical standards, and technologies from diverse world cultures;
		f. formulate strategies and develop policies for influencing public discussions associated with technology-society issues, such as the greenhouse effect.

IX Global Connections

Performance Expectations

Social studies programs should include experiences that provide for the study of *global connections and interdependence*, so that the learner can:

Early Grades	Middle Grades	High School
a. explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding;	a. describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;	a. explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
b. give examples of conflict, cooperation, and interdependence among individuals, groups, and nations;	b. analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations;	b. explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
c. examine the effects of changing technologies on the global community;	c. describe and analyze the effects of changing technologies on the global community;	c. analyze and evaluate the effects of changing technologies on the global community;
d. explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species;	d. explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality;	d. analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality;
e. examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection;	e. describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of people;	e. analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns;
f. investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.	f. demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights;	f. analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights;
	g. identify and describe the roles of international and multinational organizations.	g. describe and evaluate the role of international and multinational organizations in the global arena;
		h. illustrate how individual behaviors and decisions connect with global systems.

Performance Expectations

X Civic Ideals & Practices

Social studies programs should include experiences that provide for the study of *the ideals, principles, and practices of citizenship in a democratic republic*, so that the learner can:

Early Grades	Middle Grades	High School
a. identify key ideals of the United States' democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations;	a. examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;	a. explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
b. identify examples of rights and responsibilities of citizens;	b. identify and interpret sources and examples of the rights and responsibilities of citizens;	b. identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;
c. locate, access, organize, and apply information about an issue of public concern from multiple points of view;	c. locate, access, analyze, organize, and apply information about selected public issues—recognizing and explaining multiple points of view;	c. locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues —identifying, describing, and evaluating multiple points of view;
d. identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;	d. practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;	d. practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
e. explain actions citizens can take to influence public policy decisions;	e. explain and analyze various forms of citizen action that influence public policy decisions;	e. analyze and evaluate the influence of various forms of citizen action on public policy;
f. recognize that a variety of formal and informal actors influence and shape public policy;	f. identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making;	f. analyze a variety of public policies and issues from the perspective of formal and informal political actors;
g. examine the influence of public opinion on personal decision-making and government policy on public issues;	g. analyze the influence of diverse forms of public opinion on the development of public policy and decision-making;	g. evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making;
h. explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government;	h. analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government;	h. evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
i. describe how public policies are used to address issues of public concern;	i. explain the relationship between policy statements and action plans used to address issues of public concern;	i. construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern;
j. recognize and interpret how the "common good" can be strengthened through various forms of citizen action.	j. examine strategies designed to strengthen the "common good," which consider a range of options for citizen action.	j. participate in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.